

Texas Education Agency Standard Application System (SAS)

2018–2019 School Transformation Fund - Planning		
Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	July 9, 2018 to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	Place date stamp here
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
EDGEWOOD	015905	Gardendale	010541092	
Vendor ID #	ESC Region #		DUNS #	
	20		052024842	
Mailing address		City	State	ZIP Code
5358 W Commerce St.		Edgewood	TX	78237
Primary Contact				
First name	M.I.	Last name	Title	
Phillip		Chavez	Interim Superintendent	
Telephone #	Email address		FAX #	
210-444-4500	phillip.chavez@eisd.net		210-444-4602	
Secondary Contact				
First name	M.I.	Last name	Title	
Mary		Miller Baker	Director of Head Start	
Telephone #	Email address		FAX #	
210-444-1015	mmiller@eisd.net		210-444-7923	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Phillip	M.I. Chavez	Title Interim Superintendent
Telephone # 210-444-4500	Email address phillip.chavez@eisd.net	FAX # 210-444-4602

Signature (blue ink preferred)

Date signed

5.29.18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
---	----------------	--

No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
---	---	--

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For New School Planning models (Reset and Fresh-Start), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Alignment to Broader District Strategy & Theory of Action (10 Points). Gardendale Elementary has been designated as a **Focus campus** in need of assistance in developing a plan to achieve significant growth in student achievement. Funds awarded under the School Transformation Fund Planning grant will support planning for an **PRE-K 4 SA partnership** with Pre-K 4 SA to create an **Early Childhood Innovation Zone** in anticipation of approval for partnership benefits under SB 1882 in 2019. In accordance with the principles of SB 1882, and the district's commitment to the **System of Great Schools theory of action**, the district has selected the PRE-K 4 SA Partnership path in order to leverage the **independent governance and performance management** roles of the PRE-K 4 SA to not only assist in the program planning, but also to provide guidance and support throughout the post-planning implementation process.

Development of Budget: The costs reflected in the **budget** are appropriate for the results expected. (7 pts) In order to develop the proposed budget, the district developed goals and milestones in collaboration with Pre-K 4 SA. These goals and milestones are based on previous partnerships in which Pre-K 4 SA has worked with school districts to develop model early childhood classrooms. Based on this successful history, the partners determined the number of teachers and students to participate in the program and the amount of funds needed to provide appropriate equipment, assessments, professional development training, travel to attend trainings, and program management. These processes provided the district with an accurate understanding of the amount of grant funds that is needed to meet the defined goals of the application.

Demographics of Campus/District Relate to the Defined Goals and Purposes of the Grant: The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 pts) Needs assessment findings revealed a high percent () of teachers with less than 5 years of experience compared to the state's average of 35.4%. The findings further disclosed that only ()% of teachers had obtained a Master's Degree or above, compared to the state's average of 24.2%. Teacher experience levels directly impact student achievement at the campus. For example, only **24% of Gardendale students met the grade-level standard on STAAR assessments in two or more subjects, compared to 48% statewide**. This pattern is consistent, with low percentages of students meeting grade level standards in each subject area: 31% Reading (compared to 48% Statewide); 32% Math (compared to 48% Statewide); 22% in Writing (compared to 38% Statewide); and 25% in Writing (compared to 52% Statewide).

Who Designed the Needs Assessment Process, Determines Its Efficacy. And Determines When and How the Process Needs to be Updated or Changed: The initial needs assessment process was designed and reviewed by the district and campus administrators in collaboration with Pre-K 4 SA. If awarded, district administrators, the campus leadership team, the Project Director, and Pre-K 4 SA will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. These individuals will meet on a quarterly basis, or as needed, to assess and review the strategies and activities being conducted. If areas of weakness are identified, they will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to TEA for approval. The partnership with Pre-K 4 SA will enable Gardendale to lay the strong foundation needed in Pre-K and early grades to prevent these gaps.

The Management Plan: Ensuring That the Program Receives Consistent, High-Quality Management: The district will use **PRE-K 4 SA Partnership Planning Funds** in accordance with Pre-K 4 SA's well-established planning process for establishing model classrooms. In order to ensure that this planning initiative receives consistent, high-quality management, the Pre-K 4 SA and campus leadership team Project Director, , Teacher Facilitator, and School Redesign Partner will meet on a quarterly basis. During this time, updated data that is collected by the Project Director will be reviewed and compared to the baseline data that was collected during the planning phase of the grant. The team will determine if the campus is demonstrating progress in meeting milestones and objectives that have been set forth in the grant Based on findings, a report will be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the district and

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

campus website. If needed, changes to the program will be proposed and submitted to the Superintendent and School Board for review. In particular, grant funds will be utilized to increase the effectiveness of teachers and campus leaders, improve instruction through targeted professional development, create community-oriented schools, and provide operational flexibility to Utilizing funds obtained from the School Transformation Fund grant, the district will implement the PRE-K 4 SA Partnership Model IN designed to create a new governance structure that leverages the principles of school autonomy and accountability in making comprehensive changes in the staff and instructional model. In particular, planning grant funds will be utilized to create and build the capacity of an PRE-K 4 SA that will over see an Early Childhood Innovation Zone in order to increase the effectiveness of teachers and campus leaders, improve instruction through targeted professional development, create community-oriented schools, and provide operational flexibility to schools.

In order to develop the proposed budget, the district developed goals and milestones that would assist in meeting areas that were identified as high need. Next, the district researched evidence-based practices that have been successful in improving outcomes in demographics that are comparable to Bramlette and Johnston-McQueen Elementary Schools. The district determined the number of teachers and students to participate in the program and the amount of funds needed to provide appropriate equipment, assessments, professional development training, travel to attend trainings, and program management. These processes provided the district with an accurate understanding of the amount of grant funds that is needed to meet the defined goals of the application.

Needs assessment findings revealed that a large proportion of Gardendale Elementary teachers have more than 5 years of experience (60%), yet only 24% have Masters Degrees and none have Doctoral degrees. This finding could indicate a need to provide opportunities for teachers to advance their own learning with higher education programming.

The initial needs assessment process was designed and reviewed by the district and campus administrators, to include Superintendent, Superintendent of Campus Accountability, Superintendent of Principals, and Administrative and Pupil services other district/campus personnel. If awarded, the district administrators, Project Director, and PRE-K 4 SA Board and Development Team will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. These individuals will meet on a quarterly basis, or as needed, to assess and review the strategies and activities being conducted. If areas of weakness are identified, the planning team will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the School Board Members and TEA for approval.

The district has selected to implement the PRE-K 4 SA Partnership path in order to leverage the governance and performance management roles of the PRE-K 4 SA to not only assist in the program planning, but also to provide guidance and support throughout the implementation process. In accordance with requirements for accessing SB 1882 benefits, a performance contract will be executed that will outline the roles and responsibilities each partner will have. Furthermore, the district will provide the campus administration, Project Director, and PRE-K 4 SA Partner the operational flexibility to implement evidence-based strategies and activities. In order to ensure that the program receives consistent, high-quality management, the campus administrators, Project Director and other planning team members will meet on a quarterly basis. During this time, updated data that is collected by the Project Director will be reviewed and compared to the baseline data that was collected during the planning phase of the grant. The team will determine if the campus is demonstrating progress in meeting milestones and objectives

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

that have been set forth in the grant based on findings and a report will be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the district and campus website. If needed, changes to the program will be proposed and submitted to the Superintendent and School Board for review.

In order for the district to monitor the attainment of the program's goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include conducting surveys to provide continuous feedback on the program; conducting classroom observations on a regular basis to provide the Principal and grant officials the opportunity to determine whether the trainings, instructional materials, and technology are having a positive impact on the teachers' ability to engage students and increase productivity; and reviewing student achievement results, attendance data, test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/teacher participation.

The administrators met and reviewed the completed application to ensure that all Statutory and TEA Program Requirements were answered completely and accurately. District/Campus stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

To ensure that all project participants remain committed to the success of the project, the district has received commitment from all participants, including administration and teachers. In order to ensure that participants remain committed to the success of the program, the following elements will be incorporated into the program design:

- A Project Director will be hired to oversee the program and disaggregate information to parents, students, teachers, campus/district administrators, and community members. The Project Director will be responsible for ensuring that activities and strategies being implemented are of sufficient quality and scope for the continued commitment of all stakeholders;
- A Professional Learning Facilitator will be hired to plan and facilitate professional learning across Early Childhood Zone Schools.
- The PRE-K 4 SA and planning team will research partnerships that will build school leaders (including teacher-leaders) capacity to research and create lessons that complement/supplement the curriculum, observe teachers and provide feedback, and track and assess student academic progress and attendance.
- Various initiatives will be implemented to ensure students remain committed to the program and are academically prepared for the next phase of their education.
- On-going support will be provided by the PRE-K 4 SA, district/campus administration, and other contracted trainers and consultants;
- Quarterly surveys that are designed to solicit feedback from stakeholders, to include teachers, parents, students, and community-based organizations;
- Bi-annual updates on the progress of the program which will be sent home with students and posted on the campus website. This will detail any existing and new strategies that are being implemented and how these strategies will affect students' outcomes, as well as, the success each strategy is having; and
- Workshops and professional development trainings that will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. To the extent possible, teachers will also be allotted time for joint planning across all grade levels.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 092-903			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director	1	1	\$92,000
5	Early Childhood Zone Professional Learning Facilitator			\$60,000
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$8,000
26	6119	Professional staff extra-duty pay		\$30,000
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$182,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 092-903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$81,500
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$75,000
2	Central Office Change Management Partner	\$ 6,500
3	Professional Development	\$28,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$81,500
(Sum of lines a, b, and c) Grand total		109,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 092-903		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 092-903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$500
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 092-903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 015-905		Amendment # (for amendments only):	
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.			
Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	425	84.2%	Gardendale Elementary serves a significantly larger proportion of Economically Disadvantaged students than other schools in the state. Statewide, the Economically Disadvantaged rate is 59.0%, 25.2% lower than Gardendale Elementary.
Limited English proficient (LEP)	99	19.6%	Limited English Proficiency students constitute 19.6% of Gardendale Elementary students. This is reflective of the proportion of Limited English Proficient students in the state (18.9%), an important factor in student academic progress.
Disciplinary placements	0	0%	No students in Gardendale Elementary were educated in an alternative placement setting.
Attendance rate	NA	95%	Gardendale Elementary's 95% attendance rate is reflective of the state average of 95.8%. Missing valuable classroom time is a leading cause of lower academic performance and high school graduation.
Annual dropout rate (Gr 9-12)	NA	NA%	NA
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	10.2	30.9%	One third of the teachers at Gardendale Elementary have 5 years of experience or less, a higher proportion than the statewide rate of 28%. Teachers in their first five years of teaching benefit from strong leadership and prescriptive professional development to support weaknesses and enhance strengths.
6-10 Years Exp.	3.3	9.8%	Gardendale Elementary has only 3.3 (9.8%) teachers with between 6 and 10 years experience. This low number of mid-career teachers is much lower than the statewide rate of 20.9%. Teachers with six to ten years experience can serve as mentors for newer teachers and are ideally supported with advanced level trainings and professional development to support individual growth.
11-20 Years Exp.	10.5	31.8%	Gardendale Elementary teachers with between 11 and 20 years of experience make up 31.8% of the teaching staff, which is a slightly higher proportion than the statewide rate of 27.8%. As teachers advance to the more experienced levels, leadership must encourage engagement with newer instructional approaches and technology advancements in the field.
20+ Years Exp.	6.1	18.4%	Gardendale Elementary's teaching staff is composed of 18.4% of teachers with more than 20 years of experience, just above the statewide rate of
For TEA Use Only			
Changes on this page have been confirmed with:		On this date:	
Via telephone/fax/email (circle as appropriate)		By TEA staff person:	

			15.1%. These teachers should be supported in ways that keep them engaged with the ways in which the profession has changed since their first years in teaching.
No degree	0	0%	All of Gardendale Elementary teachers have at least a Bachelor's Degree.
Bachelor's Degree	25.1	75.6%	Bachelor's Degrees are held by 75.6% of Gardendale Elementary teachers.
Master's Degree	8.1	24.4%	Almost 25% of Gardendale Elementary teachers have earned a Master's Degree, which is higher than the statewide rate of 23.6%.
Doctorate	0	0%	One teacher at Hearne High School has earned a Doctoral Degree.

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
21	82	83	92	81	67	79								505

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	6	6	5	5.1	4	5								33.1

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for the submission of the School Transformation Fund Planning Grant (PRE-K 4 SA Path), the district analyzed the needs of its two Focus elementary schools that lead them to become Focus schools. Campus data was analyzed utilizing information garnered from the Texas Academic Performance Report (TAPR), School Report Cards (SRC), Texas Consolidated School Accountability Report TCSR), and Texas Performance Reporting System (TPRS). These reports indicated the following gaps in students' performance and behavior, as well as, in school leadership:

As the result of a robust assessment effort, specific needs have been identified and strategies have been described. The needs assessment was an in-depth review of the needs of the students, teaching staff, and community. Elements of the needs assessment also included the review of the experience/capabilities of the school leadership team, instructional programs that are currently being utilized at the campus, and the infrastructure that is available for student and teacher use. The goal for the district and campus was not just to identify the areas of need, but to also identify the root cause for the problems.

As part of its root cause analysis, the district conducted a community assessment. Data obtained from the US Census Bureau's American Fact Finder indicated that the Gardendale Elementary community has a total population of 37,615 of which 31.7% live in poverty and 5.3% are unemployed. This is significantly higher than the State's averages of 16.7% and 4.1% respectively. Furthermore, of the population that is between the ages of 18-24, 24.1% (State:17.1%) have less than a high school diploma. For the population that is 25 and over, 45% (State:18.1%) have less than a high school diploma. A final obstacle that is facing the community is that over 6,000 of individuals speak English less than very well and are foreign born.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The experience of teachers and school leaders needs to be increased through targeted trainings.	With the support of the PRE-K 4 SA in identifying best-fit professional development for schools within the Early Childhood Zone (including the two Focus elementary schools supported by the strong Montessori Pre-K/K Academy, trainings will provide the knowledge and self-confidence required to manage students' behavior in and out of the classroom, motivate students to take a more active role in their studies, and implement new teaching strategies.
2.	Teachers need to be provided with a strong support system that will be available to provide struggling teachers with the guidance and assistance needed to raise student achievement.	One of the benefits of creating a cluster of schools under the PRE-K 4 SA ("zone") is that the PRE-K 4 SA team and its partners will facilitate a learning network across the schools, enabling teachers with similar areas for growth to be supported in a professional learning community. Campus leadership, through increased autonomy, will be able to diagnose educator needs and gaps in fidelity to training during implementation and deploy experienced mentors and trainers to reinforce teacher knowledge and classroom instruction.
3.	The teaching teams of the two elementary schools would benefit from tighter planning with the Montessori Academy (the sending PreK-K school) regarding the specific needs of incoming students in order to differentiate instruction and supports in early grades.	Part of the PRE-K 4 SA team's function will be to support cross-school planning with data analysis and differentiation strategies based on identified needs. The excellent team of educators at the Montessori Academy are prepared to support the receiving elementaries in building on the student-specific supports begun in Pre-K and K. The Montessori model brings strong vertical alignment experience and knowledge to differentiate instruction for individual students based on competencies rather than expectations assumed by chronological age of students.
4.	School leaders and educators at the Focus schools need support in developing skills and strategies for driving continuous improvement. Although a strong root cause analysis was conducted for purposes of Title 1 School Improvement Planning, this sort of analysis and planning must be routine in order for students to achieve at high levels.	The PRE-K 4 SA team will have strong competencies in data analysis and improvement planning and will build this capacity in the Zone schools. The combined benefit of these competencies along with a deep understanding of child development brought by the Montessori approach will
5.	The two Focus elementary schools will benefit from an intentional focus on socioeconomic diversity.	Building on the System of Great Schools theory of action already in place, the district will further differentiate Bramlette and Johnston-McQueen elementary schools to attract more socioeconomically diverse student populations. Further, the PRE-K 4 SA will facilitate diverse, dedicated pipeline of students who will flow from the Montessori Academy to these schools.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improved Educator Proficiency and Alignment	1. Teachers will attend at least 3 joint professional development sessions focused on vertical alignment with PK4A staff each year.	08/01/2018	8/31/2019
		2. A minimum of 70% of teachers will attend two professional development session focused on the PK4A so that they better understand the learning environment students are coming from.	08/01/2018	7/31/2020
		3. A minimum of 70% of the PK4A teachers will attend two professional development session focused on the STEAM model that school is adopting so that they better understand the learning environment students are going into.	08/01/2018	7/31/2020
		4. A minimum of 30% of the teachers will receive at least 1 credential that is designed to improve their ability to manage and engage their students.	08/01/2018	7/31/2020
2.	Improved Student Achievement	1. A minimum of 20% of the students will receive at least 20 hours of tutoring	08/01/2018	7/31/2020
		2. A minimum of 20% of the students will demonstrate a 5% increase in their Math, Reading and Science scores based on local assessments.	08/01/2018	7/31/2020
		3. Students' overall attendance rates will demonstrate a 5% improvement.	08/01/2018	7/31/2020
4.	Increased Parent and Community Involvement	1. A Family and Community Involvement Initiative will be established withing 60 days of the start date of the grant.	07/09/2018	09/30/2018
		2. A Parent and Community Involvement Team will be established within 60 days of the start date of the grant, to include a minimum of 20% membership by parents and community members.	07/09/2018	09/30/2018
		3. A minimum of two Parent and Community events will be conducted within the first 180 days of the start date of the grant. Each of these events will include accessible information about the structure and purpose of the PK4SA.	07/09/2018	12/31/2018
5.	Increased Board and Staff understanding of the PK4A structure and Purpose	1. The board of trustees will dedicate at least 20% of one board meeting to a discussion of the PK4A structure and progress annually.	07/09/2018	12/31/2018
		2. The PK4A board will dedicate at least 30% of the time at its board meetings to development of a School Performance Framework.	07/09/2018	12/31/2018
		3. At least 20% of Campus Staff professional development will be dedicated to PK4A structure, purpose, performance framework, and objectives under the performance contract.	XX/XX/XXXX	XX/XX/XXXX

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

--	--

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the planning period, Edgewood ISD will sign a Performance Contract with the non-profit entity which has been selected to serve as the independently governed PK4SA. With the support of the district and PK4SA, the schools within the PK4SA will implement the Texas Continuous Improvement Framework. The Texas Continuous Improvement Framework is designed to establish the foundation systems, actions, and processes to support the continuous improvements of Texas school district and campuses. The framework provides clearly articulated commitments and support systems needed to engage in thoughtful and collaborative school improvement that has been developed through decades of school improvement and turnaround research. A data-driven process will generate a report that will provide recommendations and suggest resources that are targeted to meet the needs of schools {Source: TCDSS.net} All component levels of the framework are designed to work together through a cycle of continuous improvement to produce systemic transformation. These components include the following structured elements:

- **District Commitments** (i.e. Operational Flexibility, Clear Vision & Focus, Sense of Urgency, High Expectations, District-Wide Ownership, and Accountability);
- **Support Systems** (i.e. Organizational Structures, Processes/Procedures, Communications, and Capacity & Resources);
- **Critical Success Factors** (i.e. Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Increased Learning Time, Family/Community Engagement, School Climate, and Teacher Quality); and
- **Continuous Improvement Processes** (i.e. Data Analysis, Needs Assessment, Implement & Monitor, and Improvement Plan).

In support of the implementation of the PK4SA school improvement work, PK4SA will host open forums in which teachers, school leaders, school councils, parents, and community members will be invited to take part in. These forums will allow these various stakeholders the opportunity to analyze current student data so that they can provide suggestions and feedback on what needs to be improved in the school. Furthermore, as indicated above, the district will commit to:

- **Operational Flexibility** - The district will permit the shifting of resources, processes, and practices in response to the critical needs that are identified;
- **Clear Vision and Focus** - The district will articulate a focus on student achievement as its primary work. Clear plans and systems, aligned to that vision, will be developed to address increasing performance for all students;
- **Sense of Urgency** - The district will set a priority and press for rapid action to change ineffective practices and processes that impede student success;
- **High Expectations** - Explicit, rigorous standards will be placed for student learning. These expectations will be evident and understood by all and include a commitment to providing a timely response and/or adjustment when goals are not met; and
- **District-Wide Ownership and Accountability** - The district leadership will recognize and accept responsibility for all levels of performance and transparently interact with stakeholders to plan and implement improvement initiatives. The district will engage in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low-performing campuses.

Through the partnership with PK4SA, aligned technical assistance partners, and with the support of the district, PK4SA can be successful in achieving the following desired results: Accelerated Achievement, System Transformation, and Sustainability.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing Program Coordination

Edgewood ISD will coordinate existing strategies and interventions, resources and facilities and other appropriate community, state, and federal resources in order to maximize the effectiveness of the grant. Edgewood ISD will provide existing program resources to support the proposed grant with technology equipment and training materials. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials, as well as participate in staff trainings and meetings. In addition, the campuses will utilize existing staff to provide support to the program.

Business Office Oversight

The Business Manager will assist in managing grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the ongoing progress of the program. These funds will not be used to divert or decrease existing services required by state law, the Texas Education Agency (TEA-State Board of Education), or by local policy.

Ensuring Program Commitment

To ensure ongoing community support, the campus Parent and Community Involvement team will be utilized by district and campus staff to design a continuous feedback mechanism to communicate progress and needs to stakeholders, develop an understanding of community needs as they change, and design programmatic responses to meet those needs and the needs of students.

The initial needs assessment process was designed and reviewed by the district and campus administrators, to include Superintendent, Superintendent of Campus Accountability, Superintendent of Principals, and Administrative and Pupil services other district/campus personnel. If awarded, the district administrators, Project Director, and PK4SA Board and Development Team will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. These individuals will meet on a quarterly basis, or as needed, to assess and review the strategies and activities being conducted. If areas of weakness are identified, the planning team will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the School Board Members and TEA for approval.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Attendance Logs and Sign-In Sheets	1. Sign in logs reveal a minimum of 80% of campus staff attended PK4SA orientation and feedback session
		2. Central office staff sign-in sheets show 80% attended training sessions re: role of central office in shift toward system of great schools.
		3. Sign-in sheets show at least 40% of students' families attend information sessions regarding PK4SA supports and school performance objectives
2.	Surveys	1. Results indicate that the majority of teachers are supportive of the PK4SA plan.
		2. Results indicate that majority of parents are supportive of the PK4SA plan.
		3. Results indicate that the majority of community stakeholders are supportive of the PK4SA plan.
3.	Research-Based Strategies Identified	1. Planning team identifies at least 2 research-based strategies for strengthening early childhood programs in Lonview.
		2. Planning team identifies at least 2 research-based strategies for strengthening literacy and numeracy at Bramlette.
		3. Planning team identifies at least 2 research-based strategies for strengthening family engagement at Bramlette.
4.	Pre-Post Assessment	1. Pre-Post assessments demonstrate 30% gain in campus staff understanding of the role of an PK4SA in driving improved student achievement
		2. Pre-Post assessments demonstrate 30% gain in central office understanding of the role of the central office in supporting autonomous schools
		3. Pre-Post assessments demonstrate 30% gain in finance staff understanding of Student Based Budgeting.
5.	Tool Production	1. The PK4SA board approves a strong performance management framework and performance objectives for schools it oversees.
		2. The PK4SA board approves a monitoring calendar.
		3. The PK4SA board approves an evaluation instrument for the Executive Director of the PK4SA aligned to the performance framework and objectives.
6.		1.
		2.
		3.
7.		1.
		2.
		3.
8.		1.
		2.
		3.
9.		1.
		2.
		3.
10.		1.
		2.
		3.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edgewood ISD will contract an External Evaluator to evaluate the program and ensure that the program is on target to meet its proposed outcomes. The Director will be required to collect data and submit to the External Evaluator who will develop bi-annual reports to be submitted to the district for review. The following table illustrates the data to be collected and when it will be collected.

Training and Outreach	Training Logs, Parent/Community Sign In Sheets. Information will be entered into a database which will be utilized to track and monitor attendance and number of participants served. Survey Results will be collected quarterly
Identification of Research Based Strategies	Proposed strategies will be reviewed to ensure that the underlying methodology and and evidence base of research is sufficiently strong.
Change Management	The evaluator will develop a data-driven process (including interviews and focus groups) to determine the level of understanding campus and central office staff have of the PK4SA structure and their roles within it.

By administering quarterly surveys and collecting and consolidating data in a database on a weekly basis, the Director and Campus staff will be able to identify and correct any problems in the program. Performance measures will be utilized to assess program progress in meeting the stated goals and objectives. If any of the of the initiatives are deemed to be ineffective in positively impacting the orientation to and support of the PK4SA structure, the planning team will convene to discuss alternate initiatives or activities that may be substituted. When possible, feedback will be solicited from teachers, parents, and students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the goals, objectives, and activities. In order to be able to develop and implement a school improvement plan that is under the oversight of the PK4SA and supported by the administrators, teachers, other supporting staff, and parents at Bramlette Elementary School, a Campus Reform Team (CRT) will be created. The CRT will consist of individuals which will represent the PK4SA, campus administrators, teachers, supporting staff, and parents. The CRT will meet on a bi-weekly basis with the district-campus administrators, Project Director, and PK4SA executive director to discuss and provide input on the activities and strategies that will be implemented.

A Clear Understanding of the Unique Needs of the Campus as Informed by the Needs Assessment and Stakeholder Engagement: During the initial meeting, the Campus Reform Team (CRT) will review the data that is collected by the Project Director. The PK4SA team and campus administration a Project Director will assist the CRT in identifying the unique needs of the campus and ranking them based on their degree of weakness. Together they will refine the planned strategies that have been listed within the grant, which were designed by the district and campus administration. A plan will be developed that will address these gaps and weaknesses. It is important to note that although district and campus administration will take part in the planning process, the campus administration and School Redesign Partner will be provided with flexibility in the final development of the School. Strategies that are research-based and demonstrate strong evidence of success will be submitted to the PK4SA Board for review and approval. Once the plan has been approved, the CRT will continue to meet with the district and campus administration and PK4SA on a monthly basis, to discuss the implementation of the program. During these meetings, the progress being made in meeting milestones will be reviewed and if needed changes to the plan will be discussed. By including stakeholders in the identification of the campus needs, the district can ensure their commitment and engagement to the school reform.

Evidence of Intended Involvement of Parents, Teachers, and/or Community Members in the Planning: Each of the school redesign meetings that are conducted will be filmed and be available for viewing on the campus website. The meeting will begin with the verbal and visual identification of each attending individual, as well as, the identification of the stakeholders they represent (i.e. teacher, parent, etc.). Viewers will be encouraged to post comments and suggestions in a blog that will be included in the website. These will be reviewed by the Project Director and compiled into a report each month. In addition, all attendees of the redesign meetings will be required to sign-in. The sign-in sheet will be collected by the Project Director and maintained on file.

Holistic Picture of the PK4SA and School Improvement Structure: As part of the PK4SA planning process, the district and campus administrators, Project Director, PK4SA staff, and CRT will use a holistic approach for developing and implementing the PK4SA planning process. This will include the following elements:

Education Plan: 1.) Instructional Program - Instructional programs will be reviewed and reinforced with added resources, such as research-based RtI software, writing programming, and STEM-related curriculum.

2.) The planning team will determine the frequency of observations conducted so they can be evaluated and are provided multiple opportunities for feedback; and 3.) Plan for Specific Student Sub-Populations - Specific activities and services will be identified that will help to ensure that these special populations are able to benefit from the program.

Talent Plan: 1.) Recruitment and Retention of Leadership and Staff - Initiatives will be implemented to increase teacher retention, attract highly qualified teachers, and provide growth opportunities; 2.) Staffing Model - A staffing model will be developed that will identify staffing needs and detail a progression plan; and 3.) Professional Development - High effective trainings will be scheduled and provided to all campus staff.

School Culture Plan: 1.) Core Values - A School Culture Plan will be developed and shared with all stakeholders, which will detail the campuses vision of reform and the core values that will be targeted; and 2.) Comprehensive Student Support - Various supports will be initiated to help ensure students have the means to improve. This will include tutoring, homework assistance, increased parental involvement, mentoring, and more.

Facilities Plan: 1.) General Information - The campus will be assessed in order to identify any weaknesses that exist at the facility; and 2.) Specific Needs - Technology/infrastructure will be assessed to ensure no issues arise accessing new programs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitor Schools Receiving Title I Funds: As a Title I Focus School that receives funding under this title, the district has established protocols for monitoring students' performance, implemented strategies, and teachers' proficiency. This includes regular meeting with campus administration to review report cards, STAAR results, T-TESS results, and more.

Monitor School Improvement Plans Upon Submission and Implementation: Methods of evaluation includes objective performance measures/Indicators of accomplishment related to the results of the project and will produce quantitative/qualitative data. (3 pts) As described on Schedules 14-Management Plan and 15-Program Evaluation, the district has established milestones, identified evaluation methods, set associated indicators of accomplishments, and developed data collection processes. The milestones and indicators will be tied directly to the School Improvement Plan that will be developed during the planning time. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, Edgewood ISD and the PK4SA can monitor the implementation of the Improvement Plan. Furthermore, as part of the services and support offered by school redesign partner, a Target Improvement Plan template is available for use. This template includes seven critical success factors for monitoring Title I programs.

Implement Additional Action Following Unsuccessful Implementation as Determined by the District in Consultation with the PK4SA: It is understood that real change takes time. Therefore, the PK4SA governance and student achievement plans will be designed as a multi-year plan. The School Improvement Plan will be used as a working document that will be utilized to monitor progress over time. The Executive Director of the PK4SA will review the School Improvement Plan with the campus leader on a regular basis and will be provided with regular updates on the implementation of the plan. If needed, revisions will be made that are necessary to ensure that the plans stay on course. Changes may include adjusting the time table and/or changes to organizational and procedural practices.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through on-going monitoring and adjustments as needed. If changes are made to the School Improvement Plan, a status update will be placed on the PK4SA Board's Agenda. This will allow stakeholders the opportunity to provide feedback and suggestions. In addition, notices will be sent home with students, and the campus and district website will post notices, detailing changes and to the School Improvement Plan.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The applicant will recruit, screen, select, and evaluate school redesign partner using a rigorous process. Redesign partners should demonstrate evidence of increasing student achievement in low-performing schools and/or similar learning environments. (GSC 2: 10 Pts). Edgewood ISD's Purchasing Department is responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all external partners. The mission of the Edgewood ISD's Purchasing Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. The Superintendent has the authority to commit district funds for the acquisition of goods. However, any single, budgeted purchase of goods or services that costs \$10,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Competitive bids may also be solicited either by means of a Request for Proposal (RFP) or a competitive sealed bid. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Bids/Procurement Website.

Edgewood ISD, in keeping with its high standards and good business practices, is committed to providing equal procurement opportunities to Historically Underutilized Business (HUB). HUB is defined as a business enterprise that is at least 51% owned by an Asian Pacific American, Black American, Hispanic American, Native American, American woman and/or Service Disabled Veteran, who reside in Texas and actively participate in the control, operations and management of the entity's affairs.

In the selecting the technical assistance partners that will supplement the work of the Matched Technical Assistance Partner, the district and PK4SA staff will review the resources that were provided by the Division of System Support and Innovation (DSSI). Based on the information that was garnered from these resources, the district will reach out to various partners to meet and discuss services that can be provided, school reform strategies, costs, and more. Based on this information, the district will determine the best partners to strengthen and accelerate the work within the new PK4SA structure. Competitive sealed bid process will be initiated as required by state and federal law.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts). Edgewood ISD, in coordination with the PK4SA, will align and complement existing school improvement resources, goals, and interventions including: personnel, technology and infrastructure, curriculum, software, facilities, and trainings in order to support and effectively deliver a single and comprehensive school improvement plan. Below is a sample of existing resources and interventions that will be utilized and how they will be aligned: JOEY— what are good examples of state and federal grants Edgewood has? (Jim if you time to follow up with her on this would be great - ok if not)

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided(3 pts). The proposed program will be utilized to supplement and enhance services currently offered through the use of federal, state, and local funds. In this manner, the district will ensure that these acquired funds will be used to supplement (increase the level of service), and not supplant (replace) State and local funds. Furthermore, Edgewood ensures that the campus served with these grant funds will receive all of the State and local funds it would have received in the absence of this award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As reflected in the performance contract executed with the PK4SA under SB 1882, the district will modify its practices to provide the PK4SA and Edgewood Elementary leadership operational flexibility to fully develop and implement a highly effective, autonomous school model. District and campus data illustrates that Edgewood Elementary has a unique student population that has its own unique obstacles and needs. Therefore, it will be provided the flexibility to modify their campus policies and instructional methods in order to improve student achievement. During the start-up phase of the PK4SA work, the district and campus staff will review staffing policies, existing curriculum, class schedules, school calendars, and more with the PK4SA to determine what areas of operation should be changed. Some changes that are being considered include:

Jim: Can you add examples of operational flexibility?

Prior to approving and modifications to the practices and policies that are being implemented at the campus, data will need to be provided that demonstrate the research-based effectiveness of the proposed changes. If the proposed modifications are deemed to be valid, the School Improvement Plan will be modified. These changes will be monitored for effectiveness.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Montessori...

e are expanding Montessori and International Baccalaureate programming that infuses science, technology, engineering, arts, and mathematics (STEAM) education," he said. "Our goal is to build students' skills so they are able to meet the workforce needs of local, regional, and global markets.

ngineering-focused STEAM charter schools,

Dr. Wilcox said an important priority for this initiative is to reduce minority group isolation and increase socioeconomic integration "by promoting systemic reform, developing innovative educational practices that promote diversity, and providing equitable access to high-quality educational programs."

Improve Recruitment and Retention of Quality Personnel

Build on Lift—incentive pay

Denise Frederick, principal of Johnston-McQueen Elementary School, applied for and received funding for an initiative unique to her campus. The initiative funded complements and aligns with the school's Campus Improvement Plan and the District Improvement Plan.

Mrs. Frederick is on a mission to make all students at the campus become life-long readers. Having received a grant in 2015 to develop a reading culture on the Johnston-McQueen campus by transforming the campus library, this grant provides more funding to transform a traditional library into one that is a relevant, vibrant hub for today's learners by creating learning zones based on Thornburg's PrPK4S Aerial Learning Metaphors for 21st Century Learners. The purpose of the grant, **"If You Give a Child a Space, You Launch a Life-long Reader"** is to create a library space, a pre-kindergarten/kindergarten zone that will capture the eye's delight and provide young children comfortable seating and a broad diversity of books and activities they can explore and enjoy. This campus grant will be unique to Johnston-McQueen Elementary School because it will provide a differentiated, collaborative reading zone for the school's youngest readers on a campus with a traditional school program. Through the special reading zone and fifty-two new library books, the initiative will encourage reading readiness and development as measured by the Texas Primary Reading Inventory (TPRI), increase book circulation among pre-kindergarten and kindergarten students, and establish an anchor resource for a future family literacy center.

The Edgewood ISD Foundation, Inc. is proud to provide \$2,446.90 in additional funding through this Campus Initiative Grant to maximize educational opportunity in Edgewood ISD.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Planning☒ P2 Partnership☒ P2 Partnership

JMO

New School Planning☐ Reset☐ Fresh-Start**Transformation Planning**☐ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As demonstrated by its robust portfolio of school options, EdgewoodISD is committed to the proposition that teams of school-level leaders and educators should be empowered to create and continuously improve schools that meet the needs of the student population the school serves. In accordance with the vision of SB 1882 and the System of Great Schools theory of action, PRE-K 4 SA, will support the highly effective team of Pre-K and Kindergarten educators at Texas Montessori Academy (Montessori Academy) to provide the foundation for students at both Title 1 Focus Schools to achieve the ambitious performance goals that will be codified in the performance contract that will be executed between the district and ETALA. The district will afford the PRE-K 4 SA and the partner schools (the Montessori Academy and Bramlette and Johnston McQueen Elementaries) with operational flexibility—with focused support from the PRE-K 4 SA and its technical assistance partners, as needed—in developing key activities and elements related to school improvement.

Evidence that the approach will successfully address the needs of the target population. For these activities and elements to be approved, the following steps will need to be followed. First, the Executive Director of the PRE-K 4 SA will be provided with a description of the proposed activities/elements, to include research that demonstrates the activities/elements are successful at improving student outcomes **with the specific student population at the schools.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 092-903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planning grant will **advance Edgewood's progress in implementing its theory of action**. The proposed partnership with Pre-K 4 SA, which will serve as an Innovative Management Organization (PRE-K 4 SA) for the Edgewood Early Childhood Zone, is a critical next step in the implementation of the district's theory of action. Under the guidance of its Board of Trustees, Edgewood ISD is progressively shifting to become a System of Great Schools (SGS) and has explicitly adopted SGS as its theory of action. Consequently, the district was recently **selected for participation in the second cohort of the System of Great Schools (SGS) Network** facilitated by TEA.

The planning grant will **support Edgewood's ongoing work to develop the district's charter authorizing capabilities**. The district is leveraging its in-district (Subchapter C) chartering authority in support of this shift. So far, the district has granted Subchapter C charter several campuses. The planning funds will be used in part to develop a **School Performance Framework** and aligned **performance management system** for purposes of monitoring and supporting continuous improvement of schools in the Early Childhood Zone. The framework and system will serve as a template that can be customized for use with other chartered schools within the district.

The planning will **strengthen Edgewood's capacity for successful implementation of SB 1882 partnerships**. In Edgewood will be implementing a partnership with Pre-K 4 SA

The planning grant will **contribute to creation of an array of great school options that make Edgewood a district of choice for families across San Antonio**. Edgewood ISD is currently a recipient of a TEA **School Redesign Grant** for Memorial High School. This redesign effort is one of several that the district will undertake over the next several years to attract, engage and retain students (from across San Antonio as well as within district boundaries). The planning grant is the first step in creating an exemplary early childhood program that will make Edgewood a district of choice for families who will then continue to choose Edgewood throughout the childrens' education. This strategy is grounded in research demonstrating that families typically stay with the school system they choose for early childhood services.

The planning grant will **accelerate Edgewood's efforts to increase socioeconomic diversity**. The district's efforts to create an array of great school options have been developed with an (1) intentional focus on increasing socioeconomic diversity across district schools, given the strong base of evidence supporting the value of intentionally diverse schools for all students. The proposed partnership with Pre-K 4 SA, which will serve as an Innovative Management Organization (PRE-K 4 SA) for the Edgewood Early Childhood Zone, is a critical next step in the implementation of the district's theory of action. In addition to the expertise and resources Pre-K 4 SA brings, **the partnership will contribute to the socioeconomic diversity** of the district—one of the district's objectives under the SGS theory of action (given that research demonstrates that such diversity is a powerful way to raise achievement for all students). Further, the partner

Edgewood ISD in concert with PRE-K 4 SA board, will prepare for the district's anticipated application for SB 1882 benefits in November 2018. This work will include creation of performance objectives and other critical elements of the performance contract required to receive benefits under the bill.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 092-903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 092-903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 092-903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 092-903

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 092-903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 092-903

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 092-903

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: